

## Looking back through your portfolio



**19 June**

Here are Alice and I taking a browse through her portfolio. “I know the words,” Alice keeps saying to me. We look at each

page. “In the family corner I like to play with my friends, Finn and Taylor,” says Alice running her finger along the line of words.

The next page is an old story of when Alice was beginning to write her name. “I do it now and I already have my birthday and I know how to do it.”

The next page is when Alice had been playing “Doggy, doggy, who’s got the bone?” On seeing this picture Alice begins to sing the song.

We are now at the end of the entries and Alice turns to me and says, “I need some more photographs of me, don’t I?”

Yes, I agree with you, Alice. I look forward to reading other stories about you.

#### What’s happening here?

Alice is reading through her portfolio of learning stories with her teacher.

#### What aspects of noticing, recognising, and responding to literacy learning does this assessment exemplify?

This is an example of self-assessment. Alice says, “I know the words.” Later she comments on her progress in learning to write her name: “I do it now and I already have my birthday and I know how to do it.” In this centre, portfolios of children’s assessment are regarded as valuable literacy artefacts and children have access to them at all times. Teachers recognise that the literacy opportunities arising from the portfolios are likely to be enhanced when they themselves share in this reading with the children. When Alice says that she needs more photos in her portfolio, she seems to have in her mind the possibility of reading this again in the future, an idea her teacher encourages when she writes, “I look forward to reading other stories about you.”

#### What does this assessment tell us about literacy learning (using a *Te Whāriki* lens)?

This assessment offers Alice a chance to practise and demonstrate her knowledge in a context that is familiar and extremely meaningful to her. It is a situation in which a high level of shared understanding and experience between Alice and

her audience (her teacher) is likely to facilitate her motivation, confidence, and skills with literacy. The practice of making portfolios available to children is helping to build Alice’s sense of identity as a valued participant in this community. *Te Whāriki* is founded on the aspiration that children will “grow up as competent and confident learners and communicators”.<sup>12</sup> In this exemplar, Alice and the teacher are strengthening Alice’s literacy competence by revisiting her portfolio.

#### How does this assessment exemplify developing competence in literacy?

In this exemplar, we see Alice “being literate” in a purposeful way.

Alice understands that the symbols on the pages have meaning, that they tell you what to say, and that their meaning remains constant over time.

She demonstrates her understanding of directionality in English when she runs her finger along the line she is reading.

Alice reads the pictures for meaning (visual literacy). When she sees the picture of her playing “Doggy, doggy, who’s got the bone?”, this prompts her to recall the event and sing the song.

By looking back on her stories, Alice is able to evaluate the development of her competence in literacy over time, an ability that will serve her well in the future.

Alice believes that she has stories to share and expects that others will enjoy them.